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ABSTRACT

In considering the problem of recruiting and retaining the most able candidates for teaching, five dilemmas facing the profession are discussed. They are: Equity vs. Excellence; Egalitarianism vs. Differentiation; Teaching: Art or Science; the Curriculum--Standardization vs. Individualization; and The Focus of Instruction. The following problems and questions are examined: (1) Raising standards for entry into teaching and teacher preparation may exclude minorities, older adults, naturalized citizens and others whose skills and talents are useful. However, not raising standards will make it difficult for teaching and teacher education to achieve professional status in the professional and academic communities. (2) Reformers are calling for career ladders, and differentiated rewards as a teacher displays special skills, knowledge, and initiative. However, teachers tend to cling to the egalitarian tradition that one teacher's opinions and contributions are equal to any others. (3) Can students be trained to do what good teachers do and be what good teachers are, or must some basic aptitudes and talents for teaching be present before training? (4) Will standardization of the teacher education curriculum negate the tradition of academic freedom? (5) Should the focus of instruction be on a standard curriculum or on the individual student? Some concrete recommendations are presented about initiatives which uinversities, teachers, and public agencies can pursue to attract competent students to teacher education and the field of teaching. (JD)

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RECRUITMENT, SELECTION, RETENTION AND GRADUATION OF TEACHER EDUCATION CANDIDATES

A Paper prepared for the

National Commission on Excellence in Teacher Education

San Francisco, October, 22, 1984

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Recruitment, Selection, Retention and Graduation of Teacher Education Candidates

The Problem

Professor Harold Hill of the Music Man fame said it first:

"Friends we have trouble, right here in River City,
Yes, friends, we have Trouble,
And that starts with T
And that rhymes with P
And that stands for Pool!"

And that, friends and colleagues in teacher education, is our problem. We have trouble with our Pool. According to current studies, our pool of teacher education candidates needs cleansing, broadening and deepening. The brightest and the best students, at a time when our public schools -- and indeed our nation -- needs them, are not going into the classroom, and those who do get there either have trouble finding a job or leave after the first few years of teaching. The drop-out rate among first-year teachers is about 50%. In summary, the trouble with our pool is that recent evidence suggests new recruits to teaching are less academically qualified than those who are leaving, although there is some evidence to indicate that they are as well qualified as the

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non-education major students, (Cohen, 1984). Furthermore:

> The number of new entrants is insufficient to meet the coming demand for teachers. The most academically able recruits to teaching leave the profession within a very short time. Shortages of qualified teachers in subject areas such as mathematics and science are expected to grow over the next few years into a more generalized teacher shortage as enrollments increase and the supply of prospective teachers continues to shrink (Darling-Hammond, 1984).

Who is to blame? Some popular accounts would lead you to believe that potential teacher education candidates are all right, competent, high achieving liberal arts and science college students until they get into the professional programs in teacher education where we give them a "dumb pill", put them through some methods courses and them send them out to the schools were they cannot cope. No one and no institution can be that self-destructive. Clearly, the decline in the candidate pool is a reflection of the larger national problems of the decline in test scores over the last ten years. For example, SAT scores declined from a mean of 453 in 1972 to 424 in 1980 and are just this year beginning to show some slight signs of recovery. But, there are other factors contributing to the problem in teacher education.

> Demographic trends are provoking supply and demand imbalances for teachers. More significantly, though, academically talented women and minorities, who were once restricted to teaching as a professional option, are now choosing other occupations that promise greater financial rewards, more opportunities for advancement and better working conditions. Teachers' salaries fall well below those of most other occupations that require a college degree, and average teachers' salaries have been declining for the past decade. The non-pecuniary rewards of teaching have also been dwindling as teachers are increasingly viewed as bureacratic functionaries rather than as practicing professionals. Lack of input

> into professional decision making, overly restrictive bureacratic controls, and inadequate administrative supports for teaching contribute to teacher dissatisfaction and attrition, particularly, among the most highly qualified members of the teaching force (Darling-Hammond, 1984, p. v).

As if the above factors were not enough, schools are difficult places to work, for they were built for children, with few accomodations for adults and adult interaction. Recent studies have claimed that the quality of teacher education programs and certification criteria is infinitely variable (Feistritzer, 1984). Some states -- New Jersey, California and Texas -- have approved alternative models which include no pedagogy or professional preparation, but which are based on on-the-job training as a route toward aquiring a teaching credential. Teachers have always been asked to do more than teach the three R's. Diane Ravitch traces the school's role in social reform over the last forty years and the attendant expansion of the role of teacher from transmitter of knowledge, skills, and mainstream beliefs and behaviors to one of social change agent. Schools and teachers are not able to cure society's ills, "responsibilities for which they were entirely unsuited. When they have failed, it was usually because their leaders and their public alike had forgotten their real limitations as well as their real strengths." (Ravitch, 1984).

Lortie (1973) talks about the isolation of the teacher and the lack of a career ladder; Keer describes the bone-freezing boredom, because teaching, as it is presently

structured, does not allow an adult to change functions or settings from time to time. Finally, Schwartz (1983), Little (1984), and others looking at the stressful working conditions found in urban schools point to a system which does not provide necessary rewards in status, security and sociability. Teachers suffer from the "Rodney Dangerfield syndrome" in that they get little respect from a negative press and public, their jobs frequently put them in positions of fiscal and physical jeopardy, and they have little time or opportunity to make friends and interact with other adults during the course of the school day. From the perspective of intellectual stimulation, self-respect, economic security and friendship it would be irrational for the more able student to choose teaching as a career.

Now, what is the good news? What are the incentives to teaching as a career? Why did Mr. Chips and Miss Dove enter and stay in teaching? As one talks with teachers in the field and prospective teachers in training, the incentives are largely psychic. This is congruent with the missionary mythology which surrounds teaching. For example, teachers speak of the sense of having a mission in life, of "pride in their profession," of the "satisfaction they experience when a child learns a lesson," of the true belief that "they are making a difference" and indeed recent research supports this perspective (Gage, 1984), of the opportunities to interact with their like numbers in the school, of the "intellectual stimulation" required at the secondary school level to be

sure they are current in their discipline, of the "summers off for travel and professional development activities," of the "job security" that may be a thing of the past, of the "joy of working with young, inventive people", of the autonomy "to teach as one likes once the classroom door is closed," of the satisfaction they experience when they achieve a mutuality of functioning with a group of children, of the opportunities "to work with university types on curriculum and research," and of the sure knowledge that they are important and worthy participants in the society and carriers and transmitters of the skills, knowledge, beliefs and behavior of the culture.

There are "perks" built into the profession. Prospective teachers speak of the ease of entry into the teaching ranks, of "how teaching is good preparation for just about any other career," of the minimal need for retraining after a maternity or military leave, of the short working days which permit a woman to function in the traditional roles of wife and homemaker and allow the male teacher to take the administration courses related to advancement in the profession.

It would seem from the contrasts embodied in the above paragraphs, that if teacher education programs socialize prospective teachers to the work place with only the good news and do not prepare them for the bad, expectations will be violated and the joie de vivre that the beginning teacher brings to the school can quickly turn to resentment. But,

truth in advertising mandates that teacher preparation programs present a fair and accurate picture of the role and work environment for which the individual is being trained. It would seem that teacher educators are dealing with paradoxes and it is these dilemmas that must be addressed before we can begin to get specific about how to recruit the "best and the very brightest" to the ranks of teaching.

The Five Dilemmas

America is a multicultural nation featuring a core of mainstream beliefs and behaviors which most cultures display and by which they are stereotyped -- like a common language, or an accent or an attitude. That is, not all Los Angeles citizens speak English, in fact, more people speak Spanish in Los Angeles than in Acapulco, and not all Bostonians say "Hahvud" instead of Harvard, and not all Chicagoians are gangsters. Similarly, there is really no American public school system as John Goodlad has pointed out in his massive A Place Called School (1983). Rather, there are some common starting points and some federal, state and local regulations which each school building responds to in a unique way. This is one of the problems any educational reform movement in this country faces -- the time-honored tradition of local control of education. The uniqueness of each state, municipality, and school building responding to reform initiatives allows for infinite variations on the theme. The reform can proceed at very different rates in California and Florida and not move at all in some areas of the country. The

universal element in all of these reforms is that they must in some way respond to the five dilemmas before the renaissance can proceed.

This is an exciting time in American Education and in teacher education. Major pieces of reform legislation in education have been passed and are now in the process of being implemented in 43 states, but, unless we attend to the five dilemmas, we shall have missed the opportunity generated by the many reports and the national attention focused on the schools, teachers and teacher preparation programs. Certainly, the brightest and best of our college students will want some responses to these paradoxes if we expect to recruit, retain and induct them into teaching. Briefly, then here they are:

1. Equity vs. Excellence

Most of the major reports issued concerning the state of education and teacher education have recommended raising entry standards for teaching and teacher preparation programs. Many states have individual exit examinations for credentialing purposes and all have program approval mandates for teacher education programs. However, historically, teaching has had relatively flexible admission and exit standards and has been the road to upward social and professional mobility for those who had been previously excluded from a share of the goodies of the mainstream society. Will raised standards exclude minorities, older adults, naturalized citizens and others whose skills and

talents are useful in schools but do not raise points on standardized tests? On the other hand, if standards are not raised, how will teaching and teacher education ever really achieve professional status and first class citizenship in the professional and academic communities? Further, if teacher educators and the teaching corps miss the opportunity to elevate entry and exit criteria, and upgrade schools and the intellectual calibre of those entering the profession, are they willing to be responsible for the next two decades of education and its consequences? Creative ways are called for to combine the principles of equity and produce excellent high quality teacher education programs.

2. Egalitarianism vs. Differentiation: Career Ladders for teachers.

One of the core values of the teaching profession in public schools is a teacher is a teacher is a teacher. Teacher associations and unions bargain for a single pay scale, standardized hours for classes and preparation time; the only differences in salary are based on seniority. One teacher's opinion and contribution, in the formal structure of the school, is equal to any others. But the reform legislation, researchers and even one large union are calling for career ladders, differentiated rewards as a teacher displays special skills, knowledge and initiative. Some legislation calls for mentor/master teachers with more pay and greater responsibilities: T. Bell, the Secretary of Education, has suggested that public school teachers adapt

the university faculty ranking system. As one talks with individuals who have recently assumed the role of mentor/master one hears how they deliberately downplay their new positions in working with their colleagues. It is evident the egalitarian tradition is hard to overcome.

3. Teaching: Art or Science?

This dilemma is a bit like the nature/nurture paradox. Are artists born or trained; are teachers born or trained? There are those who would say that teaching is an instrumental or practical art, in that the acts in teaching are too complex to be reduced to a formula. There are others (Berliner, 1984) who maintain that over the last twenty years we have established a core of research findings which detail the scientific, replicable, teachable basis for teaching as an art. One must learn the techniques and practice them before one can become a virtuoso in any art form. The same can be said for teaching. The problem is that we have not had a body of research, of validated, replicable, successful practices in teacher education programs or on teachers in training. Available information is based on research done with teachers in practice. We know what good teachers do. The question is can students be trained to do what good teachers do and be what good teachers are, or must some basic aptitudes be present before training?

4. The Curriculum - Standardization vs. Individualization?

Recent reports call for more standardization in the

content of the curriculum at the K-12 level as well as for the teacher preparation programs. One suggests that the "mess" in teacher credentialing standards across the states in content areas be resolved by requiring a national teachers examination in content fields for certification. This strikes at the heart of the academy's tradition of academic freedom, at the right of the professor to teach without restraints, to develop curriculum and to structure the delivery as he/she wishes within peer determined limits. Credentialing of, and legislative mandates about, teacher preparation programs reduce that autonomy and enhance standardization. In the role of protector of the commonweal, state agencies will continue to move toward standardization of curriculum and teacher preparation, and in the name of academic freedom, university faculty and public school tachers will resist.

5. The Focus of Instruction

The Curriculum or the Child? Given the limited amount of time most programs use to prepare a teacher, choices must be made about the focus of the preparation endeavors. Does one teach the curriculum or the child? The answer to that question may specify the institutional strategy to be emphasized. Will it be mastery learning, small group instruction, large group activity, coaching, emphasizing time-on-task strategies, classroom discipline, working with alterable variables or the double sigma effects, homogenous grouping, heterogenous grouping, audio visual and computer aids? Shall the handicapped be mainstreamed into regular

classes or placed in special instructional units? At the university the content of the curriculum seems to take precedence over the student as an individual. In the kindergarten class the reverse is true apparently. How do teachers strike a balance, and what happens if they do not accomodate both foci?

The five dilemmas are not insoluble. They can be managed, even resolved with sufficient valid research, for a time anyhow. Innovation and creative practices can reconcile the seeming paradoxes with a Both/And approach. Some accomodations can be made without sacrificing quality. The resolution of the dilemmas must be attempted with respect for different views, with appreciation for the cultural diversity of the public school population, and with considerable awe for the tremendous cultural ballast of the school as an institution. The schools have looked the same for the last 2,000 years, since the days of Socrates. Above all the dilemmas must be approached with the understanding and admiration for the crucial nature and centrality of the role of the teacher in any reform movement. The training and occupational socialization offered by any teacher preparation program can only be as good as the faculty, the processes and the candidates incorporated into the system.

III. A Conceptual Structure

There are two assumptions basic to the following discussion. The first is the view that teaching is an instrumental art, the preparation for which can be based on a

core of scientific research findings. Second, the act of teaching is practiced in schools which are social systems composed of institutional roles defined by expectations, and filled by individuals with unique personality needs. Given these assumptions, what sort of a model would describe functional alternative ways to attract the best and the brightest to the field? Probably, the most efficient and effective model would be one which described, analyzed and predicted a variety of person-preparation-performance fits. One more assumption is called for and that is that the goal of any educational institution is to produce competant, intelligent, skilled and productive persons.

There is a reasonably solid body of research about what kind of people good teachers are and what they do. If those findings were used to develop a series of selection models, one for rural education settings, one for secondary education, another for early childhood education and still another for vocational education and so on, teacher preparation programs using the findings from effective teaching research could develop a series of training modules for each setting or grade level matched with a projection of who would best fit each setting. After the generic core some students would prepare some for rural settings, some candidates for specific programs in, urban education, some for early childhood and others for vocational education centers. Then a supervised internship and induction period of two to three years would ease the transition from student to

teacher and reduce the excessively high drop-out rate among beginning teachers. In this system, rewards would be commesurate with expertise.

Many scholars have indicated that systematic and specific teacher education programs are now possible, based on the research which has been done, and that which now can be done on the peculiar nature of the teachers' work. The preparation institution and the school would collaborate on placement and ongoing inservice training, thus reducing the false dichotomy between pre and inservice training. One of the elements of any profession is that initial preparation and continuing training are part of the same longitudinal career commitment. In effect these are the recruitment, selection, training and induction processes used by medicine and law, and represent a traditional model of socialization into a profession.

It is at this juncture that the teacher education socialization model breaks down. Recruitment, selection, training and induction into other professions insure the individual of certain benefits which are not currently present in teaching. One of the norms of any profession is that the professional enjoys some form of public and private client trust, and this trust allows peer evaluation and sanction. The lifeway commitment to the profession means the practitioner will obey an ethical code emphasizing service and a commitment to best practices. The training period is long, entry is difficult, career rewards and the good life

are predictable based on enhanced skill and knowledge, excellence and hard work in professional performance. Teaching as it is currently structured does not meet these professional criteria. In order for teaching to qualify as a profession a number of things would have to happen:

> ...there would have to be wide-spread legislative and public policies raising salaries and improving working conditions in order to attract the brightest and the best;
>
> ...professional training and internships would have to be subsidized and school systems would not be able to hire teachers who did not complete internships and residencies;
>
> ...teachers would have to control entry to the profession through their certification, bar exam type boards and then be willing to take the responsibility to insure minimum standards of performance, including policing their own colleagues;
>
> ...a career ladder would have to be established and promotion and salaries would be based on meeting professional standards and exhibiting special skills and a high level of performance;
>
> ...teachers and university faculty would have to work together to synthesize and enhance the body of knowledge to be conveyed to novices, to produce a "Grey's Anatomy" of teaching. The craft of teaching would have to be demonstrated by, and rehearsed with, master professionals;
>
> ...there would be a long and intensive training period at a university;
>
> ...teaching would have to become a full-time job with professional development built into the work day

Indications are that there are some movements toward achieving professional status as a by-product of the reforms being called for in teaching, schools and preparation programs. California has mandated that a beginning teacher's salary will be $18,000; experiments are underway to add those

difficult beginning years of teaching to the initial preparatory period and substantially lengthen the period of training of teachers, enabling newcomers and experienced teachers to collaborate as colleagues in school improvement (Bush, 1983).

At this time it is difficult to develop a holistic model of recruitment, retention and induction for an occupation that still has a very large identity crisis. Questions about the recruitment and retention of traditionally underrepresented minorities in teaching might have better answers if candidates knew whether they were seeking a life-long commitment, or a preliminary occupational activity, as an entry to another work role. In reviewing the literature on attrition, selection and retention, the point is made again that there are certain commonalities in any model designed to address these problems, but it is necessary to pinpoint the multiple roots of students' choices of preparatory programs.

Current evidence suggests that most college bound high school students are not interested in teaching as a profession (Mangieri and Kemper, 1984). In fact, of the more than four thousand students sampled only 9% indicated they were "very interested" in teaching as a profession. Of that group, three-quarters wanted to go into teaching to demonstrate the knowledge and skill they had in a particular subject area. The second reason more than two-thirds of this group wanted to enter teaching was to work with children. A

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follow-up survey was done by Mangieri and Kerper to find out why one-half of the students surveyed were not interested in teaching as a profession by asking them what would attract them to teaching. The top three answers were: "considerably better salaries for teachers" (60%), "more rapid salary increases for teachers" (56%), and "better chances for professional advancement for teachers" (54%). The majority of those who were interested in teaching as a career were women, while 50% of those men who rejected teaching as a career indicated that they were not interested because of the low status and lack of recognition associated with being a teacher and the poor working conditions. Women considered job security and the ability to work in an area of their choice attractive features of teaching. The authors speculate that the 49% who said they were not interested were among the better academically qualified students. Clearly, improving teacher pay, the status of the occupation, working conditions and opportunities for advancement would attract these better students who are now not interested.

Given all of the above constraints. are there ways in which to recruit, select, retain and graduate competant students? Of course there are, but with one final caveat expressed by Vincent Tinto in his comprehensive work on student attrition:

> However constructed or designed, no program to reduce attrition is better than its implementation and management within the institution.., It is one thing to conceive of, even design, an institutional retention effort; it is another to implement and manage one within the often rigid maze of institutional structures. Here

> several concluding observations are called for. First, successful retention programs are most frequently longitudinal in character. Second, they are almost always internally tied into the admission process (and the placement services). Third, their implementation generally involves a wide range of institutional actors. Not infrequently, successful retention programs become opportunities for institutional self-renewal, an outcome which, in the long-run, may be more beneficial to the institution's well-being than the simple reduction of dropout rates (Tinto, 1982, p.699).

Read, "a system of recruitment, selection, retention and induction" for the word attrition in the above passage and you have the basic principle for any comprehensive effort to attract talented students to teacher education.

In summary, a comprehensive conceptual model for recruitment and retention in teacher education and in the field of teaching circa 1984 would necessarily be incomplete for the field is in a crucial transition period. Thirty years ago, one could say with some certainty,

> ...recruit women and minorities for they will stay in the field. There are bright students among these groups who view teaching as a career on the road to upward mobility;
>
> ...select academically well qualified students who are nurturing, like to work with children, are not concerned with working conditions too much, who love their subject and want to stay close to home;
>
> ...retain and induct into the profession those students who perform well academically, serve a short supervised student teaching hitch and cut them loose after graduation to sink or swim.

It is not possible to count on these principles today, for alas and hurrah, the world has changed, and

hopefully, so have we.

IV. Recommendations for Action

This section of the paper presents some concrete recommendations about initiatives which universities and teachers, and public agencies can pursue to attract competent students to teacher education and the field. The recommendations are predicated on the notion that teaching is a profession for some, and an entry level first occupation leading to diverse professional careers for others. The research suggests that these two strands are sex specific, but the recommendations apply for all groups, although there are special recommendations related to underrepresented minorities.

From my perspective, recruitment of particular populations implies that selection models and citeria have been defined and applied to the applicants. Retention means not just reducing dropouts from the university, bur reducing the shocking attrition rates for beginning teachers. Supervised induction to teaching must be part of any retention plan. Graduation from the university in this view simply marks a different state in the professional preparation for teaching. There is much to be done about schools as workplaces, salaries, status, credentialling, etc. which teacher educators in the university and in the schools can influence. I am reminded of what Margaret Mead said when she was asked, how does one begin to educate children for world peace?

"The answer is everywhere at once." The following recommendations begin everywhere at once.

Planning

1. Any comprehensive, longitudinal recruitment and selection plan for attracting students into teacher education must include both a broad base and locally targeted public relations element, alternative models of desirable candidates, and examination of criteria and procedures for admission of students to programs, provisions for redesigning the curriculum where appropriate, retraining faculty and articulating with K-12 schools, community colleges and other agencies with potential candidates.

This generic recommendation lists some of the essential elements of an institutional effort to attract well-qualified candidates to teaching, including underrepresented minority students, e.g. Hispanics. The examination of admission criteria to teacher education programs could mean raising standards, expanding remedial services to students who need academic work but who have the motivation and other characteristics deemed desireable from the selection models developed. Provisions should also be made to accomodate the atypical candidate who may not fit the model as snugly as others.

Implementation

2. The university should create cadres of trained

recruiters composed of faculty in teacher education, media experts and market research strategists, liasons to target populations, contacts to local groups, to build community support and gain access to potential candidates.

Business and industry, the military and the government spends millions of dollars to entice the the best and the brightest into the fields which service their enterprises. Educators do very little of this. The technology is available which will allow a university and a teacher education program to target a potential population, saturate the media and the school or community college, engage in active recruiting and begin to build some bridges to the programs. Time, resources and the willingness to use commercial techniques to attract students to teacher education are needed to accomplish this. A five year trial period is recommended before any summative evaluation of the effectiveness of the effort is done and decisions are made about continuation of the effort.

3. Teacher educators and university recruiters should participate in regional, local and national events to share recruitment strategies, learn from others and form networks so that students can be transitioned from one educational agency to another with a minimum of trauma.

Personal contacts among counselors, admission officers, teacher educators and others should be

encouraged for a referral to a friend makes a potential candidate feel respected. Too often transfer students from community colleges and/or secondary schools experience a sometimes fatal culture shock upon entry to the university. There is some research to indicate that when counselors and admissions officers know each other and can work together the retention rate is higher. The same can be applied to the entry into the teacher education program. Having one faculty member personally refer a student to another gives students a sense of security and self-esteem. The implementation of this recommendation is relatively low cost, but does involve institutional commitment to the time and travel funds necessary to support networking activities. It may also mean endorsing university-wide teacher education committees and exchanges to connect the rest of the university to the teacher preparation programs.

4. <u>Universities and teacher preparation programs should employ and train skilled couselors to work with their counterparts at two and four year institutions, particularly those who have large numbers of underrepresented minority students.</u>

Attention should be given to the role modeling aspect of this endeavor and whenever possible counselors should be from underrepresented minorities also. A similar group in teacher preparation programs should be available to guide all students through the maze and

mysteries of the certification processes, as well as to provide academic and some personal counseling, if neccessary.

5. Any recruitment effort in teacher education must adhere scrupulously to the principle of "truth in advertising" when advising students about the career of teaching.

This recommendation costs very little money, but does require a great deal of self and occupational analysis. Interested students might be directed to talk with recent graduates, students currently in training, or visit several schools, or be asked to recontact their favorite teacher. But the career options must be presented accurately or the attrition rates during the induction period will continue to be abnormally high.

6. A variety of collaborative models and experimental programs are available for replication and should be considered particularly at the middle and high school levels. They require additional financial resources.

When schools and universities actively collaborate on teacher training programs, additional benefits accrue. Students see university professors in the schools doing good things with teachers and students and high school teachers can identify potential candidates for the teaching profession. Some programs have established tracking systems for talented students and have invited them to campus during the summer to

participate in tutoring or pre-professional activities. Socialization to the profession should start early, and these "learning bridge" programs seem to be very successful experiments.

7. <u>The university and the teacher education program should examine their selection and entry criteria for equity violations and determine if sufficient remediation opportunities exist to accomodate underrepresented minority populations.</u>

California now has an entry examination for all candidates in teacher education which also serves as an exit criterion, for one may not earn a credential unless the CBEST (California Basic Educational Skills Test) is passed. The Golden State is not unique in legislating a teacher examination, and, indeed, standards should be maintained and raised. The test, like most others, has a verbal, a math, and a writing sample evaluation. After two years, the statewide test results indicate that the Hispanic students have the most difficult time passing the examination, particularly the language portion. If this is the case, then the academy, the whole academy, not just the teacher preparation programs, or the schools and colleges of education, must take the reesponsibility for remediating the deficiencies in the necessary language skills. Equity and excellence can be accomodated with planning, resources, and commitment. To lower standards is patronization; to adequately prepare

students to meet standards is good judgement.

8. The university and teacher education programs must make information and opportunities to obtain financial aid available to students before and during their professional preparation program experiences. If the teacher preparation period is extended, then increases in financial aid are necessary.

9. In addition to the recommended actions at the university, teacher educators should work with the public, the legislators, and their colleagues in the filed to design and implement appropriate career ladders and role differentiation in the schools, should encourage teachers to assume the responsibility for their own profession by controlling entry, by evaluating their colleagues and by working for increased status for the profession.

10. Teacher educators and the profession must enlist public and administrative support to redesign the schools as workplaces, to make teaching a full time job and restructure schools as places where adults as well as children can learn and develop.

Research and Development

11. Additional work must be done on the person-preparation-practice syndrome in order to fine tune the system of selection and training of teachers.

Research studies should be mounted to follow-up some of the work on teacher stress and burn-out which

reveals that what is creative tension to one teacher in an urban school is unbearable stress to another. What are the coping strategies, personality characteristics, family background and teaching effectiveness patterns exhibited by individuals in various settings? These data have implications for recruitment and selection as well as training and entry into teaching.

12. Various models of recruitment and selection, retention and induction should be mounted in an experimental mode.

Several diverse institutions should be given appropriate funding to mount programs with the understanding that there will be extensive documentation to determine which are most effective in recruiting the brightest and the best, and in keeping them in the profession at least five years. Experimentation with the Masters in the Art of Teaching format followed with a supervised internship for the first three years is recommended by Robert Bush, B.O. Smith and many other scholars. If these support systems are promised during training would that enhance the attractiveness of the profession?

Finally, the university and teacher preparation programs must look to themselves and engage in program revision, faculty development and connections with research and the field. The best recruitment, selection and retention programs will go for nought if the core of

the professional preparation program is not concept and research based, intellectually stimulating, practically useful and generative of pride in the graduate. So where do we begin to clear, expand and deepen our Pool? Everywhere at once, my friends, everywhere at once!